

Handbook
2025/26



STRATHPEFFER PRIMARY SCHOOL
SCHOOL ROAD
STRATHPEFFER
ROSS-SHIRE
IV14 9AG
Tel: 01997 421824
E-mail:sarah.wojtunik@highland.gov.uk
strathpeffer.primary@highland.gov.uk
X account: @StrathpefferPS

Dear Families,

We are very pleased that your child/children is/are coming to Strathpeffer Primary School.

You will naturally be keen to find out more about Strathpeffer Primary and this prospectus is designed to help answer as many of your questions as possible. There is also lots of information on our school website, this can be viewed at <https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

Please do not hesitate to contact us if there is anything else you wish to ask about.

We look forward to meeting you and your child/children soon.

Yours sincerely

Sarah Wojtunik
Head Teacher

WELCOME TO STRATHPEFFER PRIMARY SCHOOL

This handbook has been compiled with the help of staff, parents and children of Strathpeffer Primary School. We do hope you will find that it answers some of your questions about our school. Please do not hesitate to call at the school or telephone if there is anything more you would like to know.

SCHOOL ADDRESS: Strathpeffer Primary School
School Road
STRATHPEFFER
Ross-shire, IV14 9AG

TELEPHONE: 01997 421824

E-MAIL: strathpeffer.primary@highland.gov.uk

Sarah.wojtunik@highland.gov.uk

Parent council email – Strathpeffer.primary@highlandpc.co.uk

WEB SITE:

<https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

TWITTER/X: @StrathpefferPS

SCHOOL ROLL 130 Primary

31 Nursery

CONTENTS

Basic Information

- Staff
- History
- Strathpeffer School Today
- Access
- Enrolment
- Placing Requests – Parental Choice
- Organisation of School Day
- Holiday Dates
- Out of School Care
- Secondary Transfer
- School Meals
- Equal Opportunities
- Plan of School

Liaison with Parents and Community Contact

- Communicating with the School
- Parent Council
- Parent/Teacher/School Contact
- Community Links

Curriculum and Assessment

- School's Aims
- Curriculum for Excellence: expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies, technologies
- Active learning and the four capacities.
- Assessment and Reporting
- Standards and Quality Report
- Additional Support Needs
- Homework

Pupil Care, Welfare and Safety

- Health
- Head Lice
- Illness/Accidents at School
- Child Protection
- Anti –Racist Policy
- Absence
- Appointments
- Positive Behaviour Code
- Bullying Policy
- Uniform & Gym Kit
- Transport
- Emergency Closures
- School Fund Expenditure
- Data Protection.

- G.I.R.F.E.C including details of Named Person
- Complaints and Requests for service
- Employment of Children
- Access to pupil records



STAFF

Head Teacher: Mrs Sarah Wojtunik (Named Person)

Teaching Staff: Mr Nigel Spence Deputy Head Teacher
 Miss Carla Lees
 Mrs Eilidh Murray
 Mrs Marianne Dransfield
 Mr Craig Rodger
 Miss Melissa Grant
 Mrs Lorraine Fyfe

Nursery Staff: Mrs Catherine Hamilton
 Ms Susan Bryan
 Ms Elizabeth Baird
 Mrs Anna Butler-Whittaker
 Mrs Lauma Buka
 Miss Jody McLean
 Mrs Amy Simpson

Additional Support for Learning: Mrs Sarah Wojtunik/Mr Nigel Spence

Speech & Language Therapist: Ms Laura Drummond

P.E. Specialist: Mrs Lorna Bennie

Strings Instrumentalist: Mrs Rachel Farmer

Piping Drumming Tutor: Mr Martin Oparka

Guitar Tutor: Mr Mike Simpson

Clerical Assistant: Mrs Paula Fraser

Pupil Support Assistants: Mrs Jane MacDonald
 Miss Debbie Steel
 Mrs Margaret–Ann MacDonald

Mrs Linda Campbell
Mrs Jilly MacDonald

Canteen Cook: Mrs Norma Maclean

Canteen assistants: Mrs Kyrene MacDonald
Mrs Susan MacLennan
Mrs Tanya Peden

Parent Council Office Bearers:

Fiona Genney Chair
Angela Bruce Secretary
Sarah Wagner-Freeman Treasurer

School Hall Management Committee:

Mr Peter Walling	Community Centre Chairman
Mrs Fiona Genney	Chairperson Parent Council
Mr Neil Moscrop	Community Centre Coordinator
Ms Miranda Wharam	Development Trust Chairperson
Mrs Sarah Wojtunik	Head Teacher of Strathpeffer Primary

History

The ground at Kinnettass was purchased from local farmer, Duncan MacGregor, in 1970 with the intention of building a replacement school for Fodderty. However, the new school did not come to fruition until 2000. Some time before it was built, The Highland Council decided to close Contin School and relocate its pupils with the Fodderty pupils at Strathpeffer. Contin School existed from 1872 until 2000 and Fodderty from 1874 until 2000. Many traditions have come to the Strathpeffer school from both of these schools.



Strathpeffer School Today



Strathpeffer Primary School opened its doors to pupils on 22nd August, 2000. Our school badge is the stag's antlers, the crest of the Clan MacKenzie.

The school serves the communities of Strathpeffer itself, Brae, Fodderty, Blairninich, Achterneed, the Heights, Jamestown, Contin and Craigdarroch.

There are seven teachers, six full time and one part time. The Head Teacher is non-class committed. The children are in composite classes throughout the school, with the occasional straight class. This is done firstly by age, with some exceptions.

Access



Access to the school by road is off the main Strathpeffer/Contin road on to School Road.

There is also walking access from the Chisholm Trail, a local footpath from the Kinellan Housing Estate. Another footpath heading west from Kinettas Square accesses the back pedestrian entrance to the school.

There is a back commercial vehicle access to the Canteen and Bin Store.

There are car parking facilities at the front of the school and special parking for the buses.

Please do not park in the bus lane as this can be very dangerous and puts lives at risk.

Enrolment



Mrs Wojtunik will be delighted to meet the parents of any prospective pupils at a mutually agreed time. Parents may email, call or pop in at the school to make such an appointment. Details of Infant/Nursery enrolment arrangements are published annually in the local press by the Highland Council.

Parents enrol New Entrants for Primary 1 in January/February. Parents will be invited to the school to meet the Class Teacher prior to the admission of their children. An information booklet is issued to parents before starting primary 1.

During the first term parents are given an opportunity to come along to an informal meeting with the Class Teacher and members of senior management, to find out a little about how P1 works and to discuss how their child is settling in at school and any other issues.

[Enrolment in a school outside your catchment area](#) | [Enrol your child for school](#) | [The Highland Council](#)

Placing Requests – Parental Choice



Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to the Area Education and Learning Manager Mhairi.MacDonald3@highland.gov.uk. Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Strathpeffer Primary School they can contact the head teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Organisation of School Day



Primary 1-7	
School starts	9.00 am
Interval	10.30-10.45am
Lunch P1-3	12.15- 1.30 pm
P4-7	12.45 - 1.30 pm
School Closes P1-7	3.00 pm
Nursery Class	9.00am – 3.00pm

Please note that children should not be left unattended in the playground before 8.45am as we cannot guarantee that there will be a member of staff available to supervise, usually a member of staff is in the playground from 8.50am. School is open until approximately 5.00pm daily. The staff are in school until 3.15pm at least every day, but are often here much later working in their classrooms and at collegiate time meetings.

Time and Holiday Dates

Highland School calendar 2024/25

Please note - Dates may be subject to change

August 2024								September 2024								October 2024								November 2024								
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	
32				1	2	3	4	36							1	41		1	2	3	4	5	6	45						1	2	3
33	5	6	7	8	9	10	11	37	2	3	4	5	6	7	8	42	7	8	9	10	11	12	13	46	4	5	6	7	8	9	10	
34	12	13	14	15	16	17	18	38	9	10	11	12	13	14	15	43	14	15	16	17	18	19	20	47	11	12	13	14	15	16	17	
35	19	20	21	22	23	24	25	39	16	17	18	19	20	21	22	44	21	22	23	24	25	26	27	48	18	19	20	21	22	23	24	
36	26	27	28	29	30	31		40	23	24	25	26	27	28	29	45	28	29	30	31				49	25	26	27	28	29	30		
								41	30																							

December 2024								January 2025								February 2025								March 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
49							1	2			1	2	3	4	5	6						1	2	10						1	2
50	2	3	4	5	6	7	8	3	6	7	8	9	10	11	12	7	3	4	5	6	7	8	9	11	3	4	5	6	7	8	9
51	9	10	11	12	13	14	15	4	13	14	15	16	17	18	19	8	10	11	12	13	14	15	16	12	10	11	12	13	14	15	16
52	16	17	18	19	20	21	22	5	20	21	22	23	24	25	26	9	17	18	19	20	21	22	23	13	17	18	19	20	21	22	23
1	23	24	25	26	27	28	29	6	27	28	29	30	31			10	24	25	26	27	28			14	24	25	26	27	28	29	30
2	30	31																						15	31						

April 2025								May 2025								June 2025								July 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
15		1	2	3	4	5	6	19				1	2	3	4	23							1	28		1	2	3	4	5	6
16	7	8	9	10	11	12	13	20	5	6	7	8	9	10	11	24	2	3	4	5	6	7	8	29	7	8	9	10	11	12	13
17	14	15	16	17	18	19	20	21	12	13	14	15	16	17	18	25	9	10	11	12	13	14	15	30	14	15	16	17	18	19	20
18	21	22	23	24	25	26	27	22	19	20	21	22	23	24	25	26	16	17	18	19	20	21	22	31	21	22	23	24	25	26	27
19	28	29	30					23	26	27	28	29	30	31		27	23	24	25	26	27	28	29	32	28	29	30	31			
																28	30														

School holidays
In-service days

School days

Secondary Transition



At the end of Primary 7, our pupils normally transfer to Dingwall Academy. The Rector there is Mrs Karen Cormack. The roll is approximately 1200.

Address: Dingwall Academy
Dingwall
Ross-shire,
IV15 9LT
Telephone: 01349 869860

To ensure a smooth transfer into secondary education, there is regular contact between Strathpeffer Primary and Dingwall Academy. The Head Teacher attends Liaison Meetings, along

with the Head Teachers of other associated primary schools. The Rector, Deputy Head Teacher (Lower School) and Guidance Staff, visit Strathpeffer Primary to meet the P7 children during May and June. In June, the Head Teacher, Primary 7 Class Teacher and any Support Staff associated with a child in the class, accompany the P7 children for part of a visit to the Academy. Parents are invited to attend an Induction Evening at the Academy.

School Meals



Children in Primary 1-5 receive free school meals and they have a choice of three menus, two course meals freshly cooked in the school kitchen or sandwiches or they may choose to bring a packed lunch with them. All children eat together in the canteen in the Main Hall. Primary 6 and 7 pay for their lunches at a cost of £2.40 per day. Lunches should be paid for on a Monday morning. Money should be sent in a sealed envelope stating clearly the child's name. Where this is not possible, we will, of course, accept money on the day but we would like to point out that it does waste a considerable amount of time. Cheques should be made payable to **THE HIGHLAND COUNCIL**. Credits will be carried forward when the child is absent.

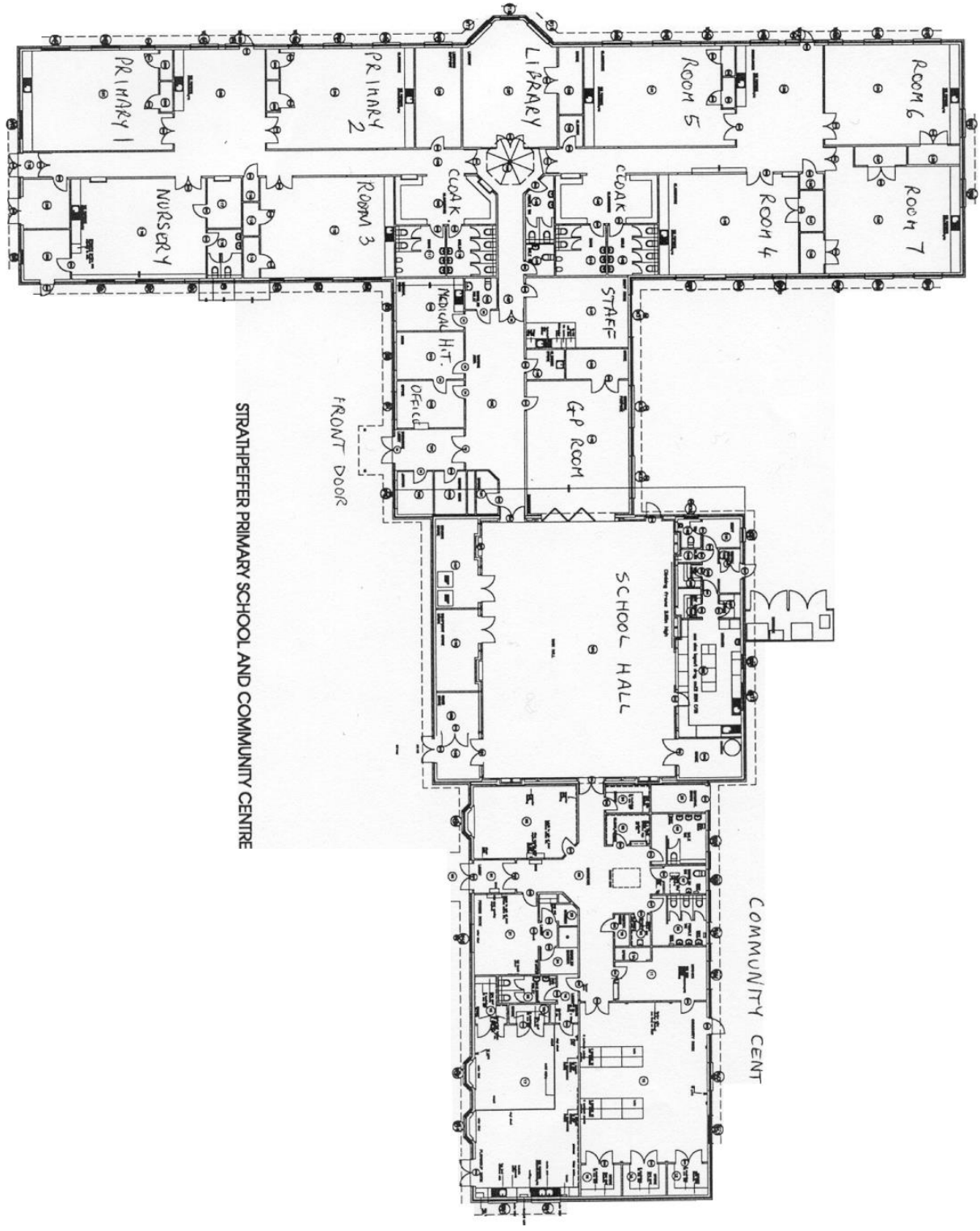
Parents in receipt of Income Support are entitled to free meals for their Primary 6 and 7 children. Application Forms for these may be obtained on the link below. This form (FM1) must be completed by the applicant and sent directly to the Divisional Education Officer in Dingwall. Applications must be accompanied by a letter from the Department of Health and Social Security. This is treated in a confidential manner by the school. These applications must be filled out every year.

Free School Meal Application Form-

https://www.highland.gov.uk/info/878/schools/9/school_meals

Water is available for the children to drink in the Canteen or from the water taps in the classrooms. Children may fill their own water bottles throughout the day.
N.B. Please do not allow your child to bring a drink in a glass bottle.

Plan of Strathpeffer Primary School



STRATHPEFFER PRIMARY SCHOOL AND COMMUNITY CENTRE

LIAISON WITH PARENTS AND COMMUNITY CONTACT

Communicating with the School

Mrs. Wojtunik and the staff are always pleased to welcome any parent who has a particular worry, however small. It is helpful if you can telephone and make an appointment first but if that is not possible, the best time to come is immediately after the children go home.

Parents should always report to the school office to sign in before they go to the classrooms.

Mrs. Wojtunik keeps the parents informed by monthly newsletters, telling them what is going on in the school. Newsletters and other important information will be emailed or can be found on the School Website using the link as follows:-
<https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

Parent Council

There is an active Parent Council and they communicate regularly with parents. Parent Council can be contacted on their own email address strathpeffer.primary@highlandpc.co.uk



All parents are members of the Parent Forum.

This is the constitution for Strathpeffer Primary & Nursery Parent Council (Parent Council).

The objectives of the Parent Council are:

- To encourage involvement with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of pupils
- To raise funds, apply for and receive grants and accept gifts to support the pupils and the school
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils

The membership will be a minimum of three parents of children attending the school. The maximum size is 20. The Parent Council will be selected for a period of one year, after which they may put themselves forward for re-selection if they wish. Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by putting all the names in a hat and pulling out the required number of names. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

Two-thirds of the Parent Council will be made up of Parent Forum members and one-third of the membership will be reserved for other co-opted members including teaching and support staff in the school. The number of parent members on the Parent Council must always be greater than co-opted members. Co-opted members will be invited to serve for a period of one

year, after which time the Parent Council will review and consider requirements for co-opted membership.

The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation. Office bearers will be re-selected by the Parent Council on an annual basis (at the annual meeting of the Parent Forum).

The Parent Council is accountable to the Parent Forum for Strathpeffer Primary School & Nursery School and will make a report to it at least once each year on its activities on behalf of all the parents.

If 10 members of the Parent Forum request a special general meeting to discuss issues falling within the Council's remit, the Parent Council shall arrange this. The Parent Council shall give all members of the Forum at least 2 weeks notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.

An Annual Meeting will be held each year. A notice of the meeting including date, time, and place will be placed on the school website at least 2 weeks in advance. The meeting will include:

- A report on the work of the Parent Council and its committee(s)
- Selection of the new Parent Council
- Discussion of issues that members of the Parent Forum may wish to raise
- Approval of the accounts and appointment of an independent examiner.

The Parent Council will meet at least once in every school term. Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie. Any two members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of the meeting.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership would be confirmed in writing to the member.

Copies of the minutes of all meetings will be available to all parents of children at Strathpeffer Primary School & Nursery and to all teachers at the school. Copies will be available from the Secretary of the Parent Council/Clerk to the Parent Council and from the school office.

Meetings of the Parent Council shall be open to the public, unless the Parent Council is discussing an issue which it considers should be dealt with on a confidential basis. In such circumstances, only members of the Parent Council and the head teacher, or his or her representative, can attend.

The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member. The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be presented for examination by an independent examiner appointed at the previous Annual Meeting. The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

The Parent Council may change its constitution after obtaining consent from members of the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.

Should the Parent Council cease to exist, any remaining funds will be passed to the education authority to be used for the benefit of the school, where this continues.

Parent/Families/Carers as Partners



We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the education and welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Meet the teacher afternoon
- 2 x Parents' evenings
- Key Assessment Tasks shared
- Learning profile shared termly
- School Reports
- Information on the school website
- Open afternoons
- Information events
- Google Classroom

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires and from Parent Forums. The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council. (see above)

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found online at Parentzone: <https://education.gov.scot/parentzone/>

Parents' Appointments (running over two days, after school and in the evenings) are usually held in October and March when an appointment system operates and each parent is allocated 10 minutes with his/her child's class teacher to discuss progress and any concerns which the parents or teachers may have. We usually have a 'Meet the Teacher' session early in term 1, where families are invited into the school to meet the teacher and see the classroom environment.

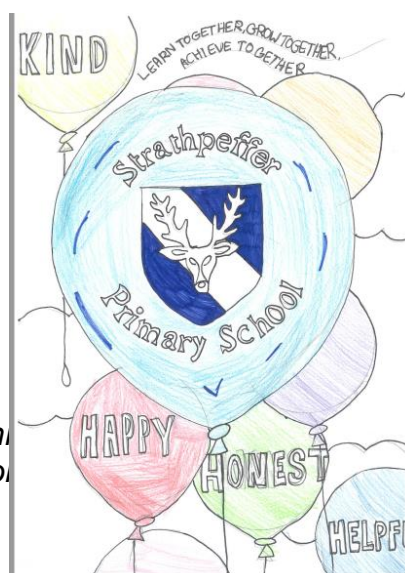
Parents are encouraged to help and support their child in his/her school work. We are part of the Highland Council Early Intervention Programme and we try to involve parents in their child's education. This begins in the early stages of school when parents come to an informal meeting during the first term and the rest of the school have an opportunity to meet the teacher at the beginning of each session. We welcome the help of parents in transporting pupils to sporting venues and on topic related visits. From time to time we invite parents with a particular knowledge or skill to come to talk to a class or group of children when this is relevant in a class topic. Occasionally, we seek the help of parents who can devote some time to coming into the school to assist with some special venture, e.g. to read to the children, help with Committee groups or help with a particular project. If you have a skill or an interest and would like to share this with the children, don't be shy, please get in touch.

Community Links



We have close links with Strathallan Care home and Fodderty Care home where our senior pupils go to sing at Christmas to entertain the residents and we invite them to our shows throughout the year. We have regular Community people e.g Strathpeffer sustainable café, Blythswood in to speak at our assemblies. We often invite a member of the community to come and share a particular expertise with a class or group of children when it is related to a class topic. We work closely with the community park fundraiser, community council and other local businesses.

The school has traditionally a close association with Caberfeidh Shinty Club. The Community Council is most supportive of the school, helping it in whatever way it can. We work closely with local ministers, where they attend school regularly.



CURRICULUM AND ASSESSMENT

School Vision Values and Aims

At Strathpeffer Primary School we aim to create a learning situation in line with a Curriculum for Excellence that will develop to the full, the potential of pupils and equip them with the skills, knowledge and understanding required to help make them Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors enabling them to face future challenges in the world in which they live.

Current school Vision (refreshed 2021) – Learn together, Grow together, Achieve together, with our values being

Happy, Helpful, Honest and Kind

We aim to-

- Be a kind and supportive friend to others and celebrate our differences
- Believe in ourselves, work hard and adopt a positive attitude to our learning
- Know how to make good choices and always try our best
- Develop our skills to become lifelong learners

To achieve this, we strive to:

Develop and monitor learning experiences that will raise standards of achievement in all areas of the curriculum by:

- providing a balanced and broad curriculum based on a Curriculum for Excellence guidelines
- creating an ethos of achievement and establishing high standards of behaviour
- regular monitoring of pupils' needs

Promote a health conscious environment and to develop an appreciation of the benefits of healthy living, sustainability, hygiene, safety and regular physical fitness by:

- fostering mutual respect
- encouraging positive attitudes to self and others
- encouraging children to explore, appreciate and respect their environment
- offering the children healthy options and giving them choices

Build a safe, secure and welcoming environment for all pupils, staff, parents, and visitors, to enhance self-esteem and the ability to value each person's own worth by:

- A Rights Respecting approach for the school, the classroom and the playground.
- Effective use of Circle Time
- Setting and fostering good examples of manners, respect and courtesy towards each other.

Develop positive relationships between home, school and the wider community by:

- developing and encouraging partnership with parents, carers and Parent Council members
- strengthening links with the Community Centre and encouraging the involvement of the community
- creating equal opportunities for all pupils
- valuing all children and responding to their diverse abilities, backgrounds, interests and needs
- developing good links with other agencies to provide all round care for the pupils

Support for Learners Website

Curriculum for Excellence



What is a school curriculum?

A school curriculum describes what children and young people do in school. In pre-school classes the curriculum promotes children's emotional, personal and social development as well as encouraging intellectual, physical and creative skills through play activities and learning by example. The primary school curriculum includes the areas which develop children's basic skills such as mathematics, language, expressive arts, social studies, religious/moral education, health and well being, science and technologies. Then, in secondary schools, the curriculum involves the subject areas, such as geography, history, foreign languages, etc, and the courses which lead to assessment and qualifications.

This is the way education has been defined for many years, with little variation. As times change education needs to change too, to prepare children and young people for future life and work. Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Through a Curriculum for Excellence, young people will be given the best possible chance to realise their potential for a successful future. Excellence in education means putting the child first and equipping every young person with the knowledge and skills most suited to their particular talents and aspirations. A strong emphasis will be placed on literacy, numeracy, citizenship, health and well-being and the essential skills for life and work. The curriculum is divided into the following levels.

Further details about our curriculum can be found on here

<https://education.gov.scot/curriculum-for-excellence/>

<https://education.gov.scot/media/tcnk33qn/btc4.pdf>

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

The curriculum is defined in the following levels.

Level	
Early	In pre-school and in Primary 1
First	By end of P4, but earlier for some
Second	By end of P7, but earlier for some
Third	In S1-S3, but earlier for some
Fourth	Fourth level broadly equates to SCQF level 4
Senior	In S4-S6, but earlier for some

We hope that a Curriculum for Excellence will improve learning and teaching in our school and nursery and ensure that the children have the right qualifications, skills and experiences to prepare them for the challenges of a modern world.

Parents wishing more information on this or any other aspect of Scottish education, can log onto www.parentzonescotland.gov.uk and follow the links.

Throughout the curriculum children will be given choice as to what and how they learn a certain topic. This will be in collaboration with their class teacher. The children are involved in the planning of their learning where possible, and we encourage parental involvement along the journey. The curriculum has 8 subjects which are detailed below -

Literacy



Listening, Talking, Reading and Writing

We use the Highland Literacy Project and Stephen Graham writing which have proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

We use the Oxford Reading Tree reading scheme in P1-3 and Songbirds. Tree Tops readers in P4-P7. Children also read “skinny” books and novels as part of their reading group activities as well as in personal reading time. We also use Ginn 360 and a variety of non-fiction reading books.

Highland Literacy Phonics and Jolly Phonics is used in Primary 1 and 2 and beyond where necessary.

Primaries 4-7 Use wrap around spelling and Nelson Spelling. At various stages occasional use is made of Blackwells, Schonell, Schonell and Brown. Spelling is also incorporated in the Nelson English.

In an endeavour to raise achievement in writing we use Stephan Graham writing approach, to improve writing across the classes. We also use techniques from Highland Literacy Project writing as well to enhance the writing experience for the children.

French is taught to all pupils at Strathpeffer School as a second foreign language, Spanish/Scots, is taught to pupils in P5, 6 and 7.

Throughout P1 to P7 a digital programme called Lexia is used to support children with identified literacy difficulties.

Numeracy



Numeracy is taught in many ways and we endeavour to embrace the active learning principals which underpin all our teaching and learning. We use a variety of active resources, New Scottish Heinemann Mathematics and TJ Maths. Workbooks, Topic & Activity books, Workcards, Interactive whiteboard activities, Computer Software and Progress Tests. Problem solving activities are undertaken at all stages and all classes engage in Mental Agility work every day.

As well as Numeracy (Arithmetic and Mental) the children are involved in many practical activities, dealing with shape, measurement, time, information handling and calculator work. These practical aspects develop the language of mathematics and aid the understanding of mathematical concepts. Computer programs and web sites are also used to reinforce mathematical skills and concepts.

Problem Solving Strategies are taught at all stages.

Religious and Moral Education



Local ministers lead some of our weekly assemblies usually held every Thursday/Friday morning in the main hall. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance, parents should contact Mrs Wojtunik if they do not wish their child/children to attend Assembly for religious reasons. Sometimes during the session classes take a turn of leading an assembly. These child centred assemblies generally focus round another religion or special occasion, e.g. St. Andrew's Day, a special theme, e.g. Peace, or a class topic, e.g. "Conservation", etc. At Christmas and at the close of the session special assemblies are held. These are well supported by parents, grandparents and friends of the school.

Our aim is to familiarise the children with the Christian religion and also to make them aware of other religions. We encourage healthy respect for all religions and so prepare them for life in our Highland community.

Religious and Moral Education covering all World Religions and beliefs is taught in all classes. We encourage honesty at all times and caring for each other and for the beautiful environment around us. We try to foster sharing and co-operation and a general respect for one another.

Expressive Arts



Art: This area is taught by both Mr Spence and the class teachers. Mr Spence works mainly with the children in P4-P7.



Music: A Kodaly tutor delivers music sessions to P3 at intervals throughout the year and this approach is being rolled out throughout the school as we no longer have a visiting music specialist. P5 usually receives sessions from Feis Ross.

There is a Strings Instructor, Mrs Rachel Farmer, who comes every Thursday afternoon and gives instruction to interested children in the upper school in violin, viola and cello. We also have Guitar tuition from Mike Simpson and Drums tuition from Martin Oparka.

It is delightful to have musical contributions from the children on special occasions.



Drama: The children have the opportunity each session to perform at various events i.e. shows, concerts, music festivals, Burns night etc.



Dance: Scottish Country Dancing is encouraged at Strathpeffer and pupils from P1-7 do a little of it at some time during the school year, usually before the Christmas parties. They also are taught dance by the PE teacher as part of health and wellbeing studies.



Swimming: We attend swimming lessons at Dingwall Leisure Centre Pool when there is pool availability. It is our aim that all children learn to swim before they leave for the Academy. This however depends on us being allocated slots by Highland Council. This is generally for our P6 and P7 children.



Shinty: Strathpeffer and Contin are well known shinty villages. Strathpeffer (Fodderty) is a well-known shinty school with many national successes to its credit. The school fosters the tradition of the game and is proud to have a close link with the Caberfeidh Club. Our teams have taken part in the annual competitions for the MacKay and Bank of Scotland Cups and played in a local league with some other primary schools. Shinty flourishes at Strathpeffer due to the hard work of the coaches who run an after school club on Fridays.



Netball: Miss Grant and a apparent helper run a netball club for children after school and children from Primary 4-7 are all welcome.

Other Sports

Mr Nigel Spence holds badminton trials for all interested children in P7. From these trials children are then chosen to represent the school at the Badminton Tournament. They are then invited to attend training sessions after school on Monday, October to April.

Parent volunteers take cross-country running for the older children who are interested and teams take part in the Ross-Shire Schools annual championships. There is also a cross country event for P1-4 which the active school co-ordinators run.

We often send teams to Indoor Football, Shinty, Basketball, Hockey and Badminton Tournaments run by the R.S.S.A.

Taster Sessions



In an effort to improve fitness there are "Taster Sessions" in Handball, Rugby, Basketball, Golf, Tennis, Football, Skiing and Dance at various times throughout the session for the all children.

We are always on the lookout for volunteers to help run clubs and would welcome anyone who would like to run or help run a club, sporting or art and craft, to get in touch. The Active Schools service will be only too happy to help get the club up and running and will also help with training needs and risk assessments etc. The Active Schools co-ordinator for Strathpeffer Primary is Willie McLeod – willie.mcleod@highlifehighland.com

Sports Houses



At Strathpeffer there are four Sports Houses: Coul, Kinellan, Castle Leod and Achterneed. House matches are held annually in Football, Hockey, Netball, Rounders and Cricket. A water race is also held! Points are awarded at these events. Our annual Sports Day is held in May/June when all the children participate and all parents are invited to attend. House points are awarded on Sports Day and at House Sports and trophies are awarded to the winning Houses. House points are also awarded and collected weekly for all other aspects of school life, so that everyone is earning points for their team.

Each house has a captain and vice captain who are P7 pupils chosen by their peers within their house. They work alongside Mrs Wojtunik to improve and organise events within the school.

Health and wellbeing - including PE



Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Working with partners, we hope to take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

A specialist teacher visits the school on Monday and Tuesday mornings working with P4-P7. Children in P1-P3 have PE time with the class teacher. At Strathpeffer, we believe this is a very important part of education and we try to give the children as wide an experience as possible. We aim to encourage good sportsmanship and the attitude of "Sport for All". Parents and friends help us greatly with their support and with transport to sporting venues.

Our infant classes have regular music and movement lessons as well as gym work.

We adhere to Highland Council's Health Policy and much of the programme is based on Healthy Living. This incorporates Sex, Drugs and Alcohol education. Parents are informed of any sensitive aspects of learning that will be taught through the class teacher and termly letters. At Strathpeffer School self-esteem is very important to us and we see fitness and health as contributory factors in this for each boy and girl. The three interconnected strands of Health Education are Physical Health, Emotional Health and Social Health.

Social studies



We aim to include topics which will ensure knowledge of our Scottish and Highland heritage and we use the rich, natural, local environment around us at Strathpeffer whenever possible. These studies are used as ways to increase children's knowledge, to reinforce extend/transfer skills taught in other areas of the curriculum. Parents and friends in the wider community are invited to assist by giving of their personal expertise or helping with class visits etc.

Science



We are using the Highland Science Framework to help deliver the outcomes for science. Teachers have received training in this and a great deal of Science equipment has been purchased for this.

Technology



All children in P6 & P7 have Chromebooks to use in their learning and we also have a class set for use in other classes. There are several lap tops which are very portable and can be used anywhere as we now have Wi-Fi.

Parents are asked for permission for their child to access the Internet.

Committee Groups

Every four weeks children get an opportunity to work collaboratively across all stages in working groups for example the school improver group recently took part in the National Discussion. Within these groups the children have a voice and an opportunity to lead learning. The current committee groups are -

- School Improvers
- Rights Respecting Schools
- Junior Road Safety Officers
- Healthy Bananas
- Mission playground and the Master planters
- Community
- Eco

Active learning and the four capacities



Active learning can support children's development of the four capacities in many ways. For example, they can develop as:

- successful learners through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests
- confident individuals through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risk
- responsible citizens through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions
- effective contributors through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

More information on Curriculum for Excellence and how we as a school are working within it can be found on our website. [Highland Curriculum for Excellence information](https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home)
<https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

Assessment and Reporting



As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter’s progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their profiles.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their class teacher.

Pupil Reports are issued in May/June. There are Parents' Appointments usually in October and March. Each child has a portfolio of work which is added to regularly. These are sent home once a term for children to share with their parents. Comments from both children and parents help to inform staff and also keep parents informed/involved in their child’s education.

The Scottish National Assessments (NSA) are carried out with children in P1, P4 and P7. These assessments are computer based and help to provide school staff with extra information about the children’s ability.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Standards and Quality Report



Our Standards and Quality report is available on our website.

Summary of School Improvement Plan 2024-25

Strathpeffer PS and ELC

Quality Indicators

- 3.2 Curriculum
- 2.5 Learning, Teaching and Assessment
- 2.5 Family Learning
- 3.1 Ensuring Wellbeing, equality and inclusion
- 3.2 Raising Attainment and Achievement/ securing children's progress

What does it mean?

- ELC: Early Learning and Childcare setting
- CSW: Child Service Worker
- PMHW: Primary Mental Health Worker
- SNSA: Scottish National Standardised Assessments
- SOFA: Scottish Online Formative Assessments
- UNCRC: United Nations Convention on the Rights of the Child
- RRS: Rights Respecting Schools
- PEEP: Program from the charity PEEPLE for supporting families
- SHANARRI: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included
- ASL: Additional Support for Learning
- ASG: Associated School Group (feeder schools to Dingwall Academy)

Project 1: Raising attainment through planning of Learning and Teaching, Assessment and Moderation

- Moderation of writing using writing rubric across the ASG to assess when children have achieved a level
- Continued engagement with the benchmarks and use of SOFA/NSA data to inform planning and achievement of a level
- Year 2 of Stephen Graham writing programme with planned annual overview
- Continue to embed new data trackers across the school with new class teacher lead
- Whole school consistent approach to planning learning and teaching
- Whole school focus on reading for pleasure through Reading Schools award

Project 2: Rights Respecting Schools—Silver Award & health and Wellbeing

- Detailed action plan for Silver award constructed by RRS steering group and lead staff member
- Consistent use of class/playground charters across ELC to P7 alongside Zones of Regulation programme
- New digital health and wellbeing questionnaire to be used alongside existing SHANARRI Wellbeing Web
- Links formed with schools within our ASG who have already achieved their Silver award
- Finalise positive relationships policy with all stakeholders

Project 3: ELC Literacy and PEEP

- Audit of environments with early years support officer, including new outdoor expansion
- Use PEEP sessions to support families with quality literacy/numeracy and play experiences
- Visit other settings with an environment focus
- Define roles and remits within the newly established team
- Raise focus of reading for pleasure and RRS in line with school improvement planning
- Collaborate on self evaluation as a team to improve practice

Full version and Standards and Quality report can be found on our school website <https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary>

Copies of our School of our school improvement plan and standards and Quality reports are available on our website -

<https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

Highland Curriculum for Excellence information

Details of our last inspections and information regarding our performance locally and nationally can be found using the following links.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners
[Support for Learners Website](#)

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance who is usually the head teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools -
additional support needs/1/support for learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

There are also Information sheets available at: <https://www.thrivingfamilies.org.uk/>
click on Education. <http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
[Scottish Child Law Centre](#), an organisation providing free legal advice to young people

Educational Psychologist:

The Psychologist and the Head Teacher liaise closely about any child giving cause for concern at school or home. If the school wishes to refer a child to the Psychologist the parents will be consulted by the Head Teacher. Our educational psychologist is Izzy Martland.

Additional Support for Learning:

The Team Leader/Area Co-ordinator of Support for Learning, is Mrs Roseann Christie. Mrs Wojtunik is our Support for Learning teacher she consults with class teachers at the start of each term and suitable programmes of work and time-tables are set up. Children experiencing learning difficulties will have help in class from the class teacher, the Support for Learning Teacher and the Pupil Support Assistants who work as a team. Alternatively, the child may be withdrawn from the class for learning support from the Specialist Teacher. However, Support for Learning is often given within a group of children in the class. Usually parents of children receiving specific learning support will be advised. The Support for Learning teacher reports regularly to the Head Teacher about all children receiving help. Occasionally, there might be a particularly gifted child in the school, parents will be kept informed about this and the child will be given suitable extension material after discussions have taken place with the Head Teacher, Class Teachers and Support for Learning teacher.

Speech and Language Therapy:

Our speech and language therapists is Joanne Johnson. When there is concern about a child's speech or language development, the school, School Nurse or the School Doctor, Anne Forsyth, can consult her. If necessary, the child will be assessed and given speech therapy as required.

Homework



We have recently reviewed our homework policy with children, staff and families. All classes are encouraged to read for pleasure and will have learning like timetables, common words to learn at home. This is a reduced aspect to writing homework. Parents are encouraged to take an interest in the child's homework because this furthers the link between home and school.

PUPIL CARE, WELFARE AND SAFETY

Health



Dr Anne Forsyth, our School Doctor and our School Nurse Lindsay Harper, visit Strathpeffer from time to time. The School dentist and dental hygienists also make visits to the school. Everyday cuts and bruises are attended to by Pupil Support Assistants, the Head Teacher, School Clerical Assistant, or Class teacher. If your child is injured, has a bad fall or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school. Any serious injury will be reported to the parent as soon as possible and medical assistance sought immediately. Health records are kept on all children and parents must keep the school informed of any serious health problem, allergy, etc which their child suffers from.

Sex Education Guidelines are followed using Relationships, Sexual Health and Parenthood. materials is carefully selected to teach about personal relationships and sex education before the children leave for secondary education. Parents are informed and they may discuss this with the Head Teacher/Teacher if they wish. We use the rshp.scot materials to support this learning, this can be found at the following website [Home - RSHP](#)

Head lice

Information about Head Lice



Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb – ask your local pharmacists to recommend

a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information visit: <http://www.healthscotland.com/uploads/documents/headlice.pdf> or <http://www.nits.net/bugbusting>

Illness / Accidents at School



When a child enrolls at Strathpeffer the parent is asked for an emergency contact's name, address and telephone numbers. We stress that accidents and illness often strike when we least expect it and every child MUST have someone we can contact in an emergency. We keep these addresses and phone numbers in the school office where they are always readily at hand. Children should be told by their parents who their emergency contact is so that they feel secure about going with them, if they take ill and a parent cannot be reached. It is important that parents keep us informed about their child's health and tell us about any problems they may have. This may seem unimportant but often, in a real emergency, little things can matter. Parents will be contacted by phone if their child is ill. The child should tell his/her class teacher, visiting teacher, Janitor, Pupil Support Assistant or Head Teacher if they feel ill, etc.

Parents are asked to sign an authorisation for the Head Teacher or her appointed nominee to act "in loco parentis" in an emergency if neither the parent nor the emergency contact can be reached. It must be stressed that every effort would be made to contact the parent or emergency contact before the Head Teacher would use the "in loco parentis" option.

All serious accidents are recorded in the accident folder by the Head Teacher or other staff member and a note is sent home with the child. An Accident Report Form is completed for any serious accident requiring medical attention and is sent to HC Health and Safety Officer. A copy of the Report is retained in school.

Administration of Medicines



National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carers, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.



Holidays in school time

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from a parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- Will result in a significant loss in classroom experience.
- Will result in a pressure to 'catch up' on missed work by pupils.
- Could result in pupils missing assessments with consequential impact on pupils and teachers.
- Could result in the loss of curricular activities.
- Will affect school attendance records and efforts to raise standards of attendance.
- Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Headteacher.

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the head teacher or online at

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information here.

Absence



Good attendance is vital if pupils are to achieve their full potential. When a child is absent the **parents must telephone or e-mail the school explaining absence**. Please email paula.fraser2@highland.gov.uk or strathpeffer.primary@highland.gov.uk

Below are the guidelines which Highland Council has set out to protect your children. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore we need to know the whereabouts of absent pupils.

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First Day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat

this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have your help with the following:

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school or pre-school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- Inform the school or Nursery of your child's absence by 9.15 am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contacts from the school.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g. social work and/or police.

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

If you know of any absence beforehand, it is customary to tell the Head Teacher about this and then she will inform the class teacher of it.

Appointments



There will be times when a child may have an appointment with the doctor, dentist, optician, etc. during school hours. Parents should inform the Head Teacher/school office of this in writing/e-mail. No child will be permitted to leave the school unless accompanied by a responsible adult.

Mental Health and Wellbeing



Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and

consultation and advice may be sought if there are concerns that might require more targeted support.

Counselling is also available for all pupils from age 10. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Positive Relationships



At Strathpeffer we encourage positive behaviour and to help achieve this we have high expectations for all, we follow the school values and celebrate these regularly.

Together with the school council, we have drawn up a positive behaviour code for our school. With our Rights Respecting journey, each class has their own class charter to follow and we have a whole school playground charter to support us making the right choices outside.

The usual rules of safety and protection of property pertain and the enforcement of discipline is in line with the policy of the Highland Council. Parents will be notified of extreme behaviour by phone call and/or by email from the Head Teacher. It is hoped all parents will assist the school in trying to prevent continual bad behaviour. Parents may wish to come to the school to discuss the problem with the Head Teacher and will be encouraged to do so. An incident book is kept as a way of recording any serious behaviour.

Bullying Policy



BULLYING IS “a wilful conscious desire to hurt or threaten or frighten someone else”. Bullying has always existed but now it is recognised that it needs to be brought out into the open, talked about honestly and dealt with effectively.

BULLYING IS not just an individual problem for the victim, or for the bully, but for families, the staff of the school and indeed for the whole school community.

BULLYING may be learned and the roots of that behaviour may lie in television, comics, videos, computer games, playground, classroom, in the street or even in the home.

STRATHPEFFER SCHOOL WILL NOT ACCEPT BULLYING BEHAVIOUR OF ANY KIND.

BULLYING HAS MANY FORMS and children are frightened, bewildered or threatened as a result of it.

- Physical assault which can involve hitting, kicking, pushing, nipping, pulling hair.
- Name calling, teasing and taunting.
- Ignoring or excluding someone.
- Rude gestures, intimidation and extortion.
- Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. Sometimes cyberbullying can be easy to spot — for example, if your child shows you a text message, tweet, or response to a status update on Facebook that is harsh, mean, or cruel. Other acts are less obvious, like impersonating a victim online or posting personal information, photos, or videos designed to hurt or embarrass another person. Some children report that a fake account, web page, or online persona has been created with the sole intention to harass and bully.

VICTIMS of bullying are often “different” in some sense, e.g. larger/smaller, hair colour, accent, etc. etc.

However, BULLIES will often INVENT differences and ascribe them to their victims as a way of legitimising bullying.

BUT - Any child can become a VICTIM.

Many BULLIES are also VICTIMS too and need help.

ACTION FOR STAFF/PARENTS/PUPILS

IF

- they witness an incident
- a child tells them he/she is being bullied
- a parent approaches them about bullying

They should remain calm.

They should take action as soon as possible and inform the Head Teacher.

They should reassure the victim and not allow them to feel inadequate or foolish.

They should make it clear to the bully that they disapprove of the BEHAVIOUR but NOT of him/her as a person.

They should encourage the bully to appreciate the victim’s point of view by looking objectively at the behaviour.

If punishment is involved, staff should act according to normal disciplinary procedures and should explain why the punishment is being given.

The incident should NOT BE HIDDEN.

Where possible the victim should be encouraged to tell the bully how she/he felt and the bully should be encouraged to respond to this.

VICTIMS AND WITNESSES

Victims and witnesses should be encouraged to speak up and should feel supported.

PARENTS OF BULLIES AND VICTIMS

Parents will be notified by the Head Teacher.

Parents should feel able to approach the school whether they think their child is a bully or a victim.

MONITORING BULLYING

The staff of Strathpeffer School will endeavour to create a caring, co-operative ethos in the school through personal and social education linked to our Religious Education and Moral Education programme.

The use of Circle Time in each class is encouraged to enable all children to speak out and give opinions and help uncover any problems in the class/school.

Staff should keep the Head Teacher informed of all incidents of bullying.

Bullying will appear regularly on the Agenda of a Staff Meeting or Planned Activity Time.

The HEAD TEACHER and STAFF must make it obvious there is an ANTI-BULLYING campaign at Strathpeffer School.

This is link to the Council's anti-bullying policy

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Military Families



Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view:

https://read.bookcreator.com/ouqQMVgtjQfja9nlpgNpUB07b0q2/tQ8N_8ViQBSW3OqCcXKFpQ/zGSrfqQ3S3GjwkWveKtGRA

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)



School Uniform

Strathpeffer School is very proud of its school uniform and in particular the badge of the MacKenzie Clan and the Sky Blue our sports' teams play in. While being unable to make the wearing of school uniform compulsory, we would like to recommend it as being smart, practical and relatively inexpensive. The wearing of uniform gives a sense of belonging to children and encourages equality. We have a selection of pre-loved clothes that families can take for a small donation.

School uniform options:

- Navy blue or grey skirt/pinafore/trousers
- White or pale blue blouse/shirt / polo shirt
- Navy blue jumper or cardigan
- School sweatshirt with badge (P1-6 Navy Blue – P7 Sky Blue)
- Fleece

N.B. Sweatshirts, polo shirts, cardigans, and t-shirts can be ordered from:-

www.macgregorsupplies.co.uk MacGregor Industrial supplies Ltd., 15-17 Henderson Road, Longman Industrial Estate, Inverness IBV1 1SN Tel: 01463 717999

It would be appreciated if parents could help us keep a sensible dress code at Strathpeffer by not allowing their children to wear to school clothing carrying the names of Football Clubs, Drinks Companies and other advertising, excess jewellery, e.g. long dangling earrings which can be very dangerous, high-heeled shoes and make-up.

Gym Kit



Shorts, T-shirt, Trainers or gym shoes. (No football tops please) Gym kit should be kept in school at all times and will normally only require to go home occasionally for washing. Soft shoes should be kept in school for classroom use.

Transport



The present contract to transport children to and from Strathpeffer Primary School is held by D & E Coaches (Tel: 01463 222444)

The Strathpeffer School bus times are:-

Achterneed / Heights Bus

MORNING

Achterneed Sawmill	0805	
Dingwall Academy		0825
Drynie Farm	0840	
Glencruich, Heights of Docharty	0843	
Benwyvis Heights of Brae	0844	
Davidson Croft Heights of Fodderty	0846	
Old Glenburn Heights of Inchvannie	0848	
Duran Croft Heights of Achterneed	0849	
Achterneed Sawmill	0850	
Strathpeffer Primary	0855	

AFTERNOON

Strathpeffer Primary	1505	
Achterneed Sawmill	1510	
Duran Croft Heights of Achterneed	1511	
Old Glenburn Heights of Inchvannie	1512	
Davidson Croft Heights of Fodderty	1514	
Benwyvis Heights of Brae	1516	
Glencruich, Heights of Docharty	1517	
Drynie Farm	1529	
Dingwall Academy		1550
Achterneed Sawmill	1610	

Fodderty Bus

MORNING

Fodderty	0845
Blairninich	0848
Strathpeffer Primary	0855

AFTERNOON

Strathpeffer Primary	1505
Blairninich	1510

Fodderty 1513

Contin / Jamestown Bus

MORNING

Contin, Opposite War Memorial	0836
Craigdarroch Road End	0839
Tarvie Services	0842
Contin, Turning Circle	0846
Jamestown	0852
Strathpeffer School	0855

AFTERNOON

Strathpeffer School	1505
Jamestown	1508
Contin, shop	1512
Contin, Turning Circle	1514
Craigdarroch	1516
Tarvie Services	1519

Pick up times are approximate and subject to change depending on the pick-ups required, roadworks and weather conditions.

All times are approximate and children should be at the stop at least 5mins before the times stated above; please check with coach provider if unsure. In times of adverse weather parents should check the adverse weather website for information re buses not operating. All pupils entitled to school transport will be issued with a bus pass which they must carry at all times.

In cases of bad behaviour on a school bus the Head Teacher will notify the offender's parents by telephone and/or letter. Should the bad behaviour continue it may be necessary for the Bus Company and the Head Teacher to report the matter to the Area Education Manager. Parents must be warned that the right to travel freely on a school bus is conditional on the good behaviour of the child. **SEAT BELTS MUST BE WORN ON ALL BUSES.**

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX or public.transport@highland.gov.uk

Adverse Weather



If an emergency arose, e.g. electricity failure or adverse weather where we have been unable to give advance notice of an early closure, pupils MAY have to be sent home or to an emergency contact (see note on Illness at School).

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

This is in addition to schools' own arrangements in place for informing parents of school closures. Families will be emailed at the earliest opportunity to let them know of any school closure.

School Fund



The pupils at Strathpeffer benefit greatly from the School Fund which enables us to buy things we need, provide transport for sporting venues and class trips, give Christmas parties, buy books, help pay for Theatre groups' visit and many other things too numerous to mention.

The Fund is controlled by the Head Teacher, Mr Spence and the school's clerical assistant and is audited annually. Copies of the audited accounts are sent to the Area Education Manager in Dingwall and to the Finance Department of Highland Council. A copy is available at the School Office on request.

Money comes to the School Fund mainly from donations, percentage discounts from the school photographer, sweatshirt manufacturer and Book Club sales and from other school events. We are, of course, indebted to our Parents for all the fund-raising they do and for helping the School Fund on many occasions.

Nursery Fund



There is a separate Nursery Fund which is run purely for the benefit of the Nursery children. The Fund is controlled by the Head Teacher, Mr Spence and the school's clerical assistant Mrs Paula Fraser. It is also audited annually.

Data Protection Legislation



Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

[16plus Planning | Hi-hope](#)

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

G.I.R.F.E.C.

getting
it right
for every child

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting It right for every child is about ensuring the wellbeing of every child and young person in Scotland. Through the Getting it right for every child programme children and their carers are central to the process of finding

solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

Confident Individuals

Effective Contributors

Responsible Citizens

Successful Learners

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.

These are known as the 'wellbeing indicators' and are remembered by the acronym S.H.A.N.A.R.I.

The Getting it right for every child programme operates throughout the Highland area. It affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum by everyone involved with children and young people.

Each child or young person has a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the midwife for the first few days of life followed by the family Health Visitor for pre-school children. The Head Teacher will take over as Named Person on starting primary school and a designated person, i.e. the Depute HT or a Principal Teacher with a Pastoral/Support role within the school for Secondary stage pupils. Each school will make its own arrangements for appointing a Named Person for every child or young person taking account the skills and experience of staff, size and location of the school. Children, young people, parents and carers should have clear information from the school about who is their child's Named Person.

In partnership with parents, child and, with consent, the Named Person will consider what additional support is needed to meet the child's needs. If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.

Where a child's support needs require different agencies to work together, a Child's Plan will be developed. At this stage a Lead Professional will ensure the Child's Plan meets the identified needs and everyone is doing what they agreed. It must be clear to all involved in the Child's Plan what actions are to be taken and by whom, the desired outcomes for the child and the arrangements for reviewing the plan. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to a plan addressing more complex needs.

The Lead Professional will ensure the active involvement of a child and family and ensure the Child's Plan is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

More information about the GIRFEC policy and practice can be found at the website: www.hvlc.org.uk/gir

The Named Person for Strathpeffer is the Head Teacher – Mrs Sarah Wojtunik, in her absence Mr Nigel Spence – phone number for both - 01997421824

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>



To contact direct: Email: GIRFEC@highland.gov.uk

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Complaints and Requests for Service



If a parent has any concerns they should contact their child's teacher or the Senior Management Team/Named person for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager, Mhairi MacDonald- mhairi.macdonald3@highland.gov.uk for further advice.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office, on 01479 821992 or contact [www.highland.gov.uk/info/878/schools/12/school transport](http://www.highland.gov.uk/info/878/schools/12/school%20transport)

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Headteacher.

A list of school policies can be found on our school website or for Highland council policies they can be found here at [Authority Policies](#)

Finally.....



We hope all your questions have been answered but if not, please feel free to telephone or drop in for a chat.

More information about the school, including our Standards and Quality Report, can be found by [accessing our website.](https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home)
<https://sites.google.com/dingwallacademy.org.uk/strathpefferprimary/home>

I look forward to meeting you and your child/children.

Sarah Wojtunik
Sarah Wojtunik
Head Teacher

*Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.